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ABSTRACT

Through reading a selected piece of literature and developing an imaginary city, students learn about the functions of local government and the incorporation process. They learn about the basic structure of the U.S. government and participate in a simulated city council meeting. Government is defined as the people and groups within a society with the authority to make, carry out, and enforce laws and to manage disputes about those laws. The study of government begins with students looking at the governance of the family and the school as analogous to the governance of the larger community and the nation. Suggested time for unit implementation is 3 weeks. Following a description of the unit, the lesson plan provides teacher background; lists focus questions; and presents information and student activities, dividing the topic into: "Beginning the Topic," "Developing the Topic," and "Culminating the Topic." The unit assessment is integrated with the instruction and occurs throughout. The focus questions provide a framework for the evaluation of the lesson. Extended/correlated activities are suggested. Contains a resource list for the sample topic. Appended are sample worksheets, additional information, and city plans. (BT)

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ED 461 599

CALIFORNIA History-Social Science
Course Models

The Birth of a City

Grade 3 Model Lesson
for Unit 5, Standard 4

Written by Cynthia Delameter and Kemberly Reems with Dr. Akida Kissane Lewis and Dr. Priscilla Porter

SO 033 561

1999

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Unit 5: The Birth of a City

Standard 4: Students understand the role of rules and laws in our daily lives, and the basic structure of the United States Government, in terms of:

1. why we have rules, laws, and the U.S. Constitution; the role of citizenship in promoting rules and laws; and the consequences for violating rules and laws

2. the importance of public virtue and the role of citizens, including how to participate in a classroom, community and in civic life

3. the stories behind important local and national landmarks and the essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g. the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol)

4. the three branches of government (with an emphasis on local government)

5. how California, the other states, and sovereign tribes combine to make the nation and participate in the federal system

6. the lives of American heroes who took risks to secure freedoms (e.g. biographies of Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.)

Sample Topic for Standard 4:
Why we have rules and laws, the basic structure of the United States government, the functions of local government, the incorporation of a city, and the importance of civic participation.

Suggested Time:
3 weeks

Written by Cynthia Delameter and Kimberly Reems, Los Angeles Unified School District, in conjunction with Akida Kissane Lewis and Dr. Priscilla Porter under the auspices of the Center for History-Social Science Education, California State University, Dominguez Hills.

Description of the Unit:
Through the reading of a selected piece of literature and the development of an imaginary city, students learn about the functions of local government and the incorporation process. Students learn about the basic structure of the United States government and participate in a simulated City Council meeting. Government is defined as the people and groups within a society with the authority to make, carry out, and enforce laws and to manage disputes about them.

The study of government begins by having students look at the governance of the family and the school as analogous to the governance of the larger community and the nation. In the family, for example, parents make rules governing the behavior of their children. They are also responsible for enforcing these rules and for settling disputes when conflicts arise about them. In schools, teachers and administrators make, carry out, and enforce rules and laws and manage disputes about them.

Standard 4 is an appropriate topic to study at the beginning of the school year when teachers and students generally discuss the classroom and school rules. After a study of the three branches of government, the focus of the unit is on the local government.

Teacher Background **(*Note – To adapt this unit to your local community, write a short description of your local city's government and adapt the Student Reader (Appendix 13) to your local community. Locate the following:**

- **City Government Structure chart**
- **Names of current elected officials**
- **Information on the incorporation of the city. (Begin by asking the City Clerk.)**
- **Information on how the city got its name**
- **The city motto and its meaning**
- **The city seal and what each item represents**

A community does not need to become a city. It is a choice that local residents must make. All areas of the state are within a county, and under its law-making authority. A community, however, may opt to gain some independence from county rule by incorporating as a municipality (city).

Reasons for seeking incorporation differ. Common ones are to gain greater local control over land use, to improve services and to maintain a separate identity from a neighboring city or from the county.

However, it is not an easy choice. A major drawback to incorporation is the potential increased expense of paying for the improved local services.

Three options face an unincorporated area. It can remain as is, completely dependent upon the county for service. Second, the area can form a community service district to provide a particular service – e.g., flood control, or street lighting. This option incurs an added tax to fund the added service. The final option is to incorporate. Local autonomy

is gained to do whatever the city can afford through this alternative. A version of the incorporation option is to join an existing city through the process of annexation. This allows the community to share in the economy provided by the joining of the two communities. It presents a drawback of weakening the autonomy of the community because it becomes part of a larger local government.

To launch a cityhood drive today, a community of at least five hundred registered voters is needed. Then 25% of the residents must sign a petition asking for incorporation. These residents must own land in the proposed city with a combined value of 25% of the new city's assessed valuation.

Before the public votes on the question of whether to incorporate, two groups must approve a community's application: the Local Agency Formation Commission (LAFCO) - an independent state agency - and the County Board of Supervisors. Approval rests on being able to convince LAFCO and the county that the city has the tax base to provide necessary services to the populace.

If approved by both bodies, an incorporation vote by the people is scheduled. The question of whether to incorporate requires a majority to pass. On the same ballot will be a series of additional issues: (1) adopt a city manager or a city administrator form, (2) elect council members by district, at-large, or a combination of district and at-large, and (3) who will serve as the new council if the majority support cityhood.

City Leaders

The **mayor** serves as the elected head of City Government, is elected at large and serves a four-year term (term limits vary). The Mayor, more than any other City official, is held responsible for the conduct of City affairs. The Mayor submits proposals and recommendations to the Council, approves or vetoes ordinances passed by the Council, recommends and submits the annual budget and passes on appropriations and transfers, appoints and may remove certain City officials and commissioners. The mayor receives and examines complaints made against officers and employees, directs the Emergency Operations Organization, and coordinates visits of foreign and domestic dignitaries.

The **City Council** is the governing Body of the City. It orders elections, levies taxes, authorizes public improvements, approves contracts, and adopts traffic regulations. The City Council adopts or modifies the budget proposed by the Mayor and provides the necessary funds and supplies for the departments and offices of the City. It also creates positions, fixes salaries, and decides the number of employees in certain departments.

The **City Attorney** is the attorney and legal adviser to the City and the Council. The City Attorney examines all contracts and ordinances to determine their legality, represents the City and its representatives in all civil trials and legal proceedings, and acts as a City advocate before the United States Congress and State Legislature.

The **City Clerk** maintains a record of all council proceedings, maintains the official City records and archives, maintains a record of all real estate ownership in the City, administers all City elections, and collects taxes.

The **Controller** is an elected official who serves as auditor and chief accounting officer of the City. The Controller prepares payrolls, and prepares the official financial reports for the City. The Controller also advises the Mayor how much revenue is available for budget purposes.

The **Treasurer** receives and is the custodian of all funds of the City, and disburses the funds as directed by the City Charter.

Focus Questions:

1. What is a law and why do laws exist? Who makes our laws?
2. What is the basic structure of the United States Government?
3. What is the structure of a city government? What does a local government do?
4. How does a community become incorporated? What are the advantages and disadvantages to becoming an incorporated city?
5. Why is civic participation an important aspect of local government? What can we do to participate in our community?

Beginning the Topic

Shared Reading

Read aloud Alice McLerran's *Roxaboxen* to the students. This book describes a hill covered with rocks and wooden boxes that becomes an imaginary town for Marion, her sisters, and their friends. The book is based upon a real Roxaboxen built by the author's mother in Yuma, Arizona. Ask students the following questions:

- How did Roxaboxen get its name?
- What natural and man-made features were used in Roxaboxen?
- How did Roxaboxen develop over time? (For example, Main Street is built first using stones as markers. Other streets were gradually added. Boxes and other found materials were used for the houses.)
- Who were some of the key people who helped shape the development of Roxaboxen?
- What were some of the major events that happened in Roxaboxen? (For example, Marian becomes the mayor and stores such as a bakery begin to open.)

Roxaboxen celebrates the active imagination and creativity of children. To tap your student's imagination, provide groups of four students a paper sack full of odds and ends: paper clips, counting cubes, erasers, buttons, twigs, pebbles, etc. depending on what you have available. Give them thirty minutes to make a little town on the top of their desk. (Note: Refer to Appendix 1) for an expanded version of this activity.)

Ask students questions about the students' imaginary communities that are similar to the

questions asked above about Roxaboxen. Have students to explain what a community is. Save the communities for use throughout the unit.

Focus Question: What is a law and why do laws exist?

Ask students ," What does the community that you created need in order to be a safe and pleasant place in which to work and live?" Chart their responses for future reference.

Ask students: "What is a rule?" and "What is a law?" Explain that classrooms and schools have rules that we must follow in order to be happy and safe. In our communities we have laws that protect us and keep us safe.

No-Rules Pass the Ball (Note: If desired, complete the following activity to help establish the need for rules. Otherwise, skip to the next section.)
On the playground, have students play a game of No-Rules Pass the Ball.

Game 1

1. Divide the class into two equal teams.
2. Give each team a ball. (It does not matter how the teams are arranged or who gets the ball.)
3. Tell the students to begin.
4. When they become frustrated, ask: "What's wrong?" When they mention that they do not know the rules or what to do with the ball, tell them to suggest rules.
5. Write the rules on the board, no matter how ridiculous. (Make sure the list is long.)

Game 2

1. Review the rules from Game 1
2. Give the ball to each team.
3. Tell the students to begin play.
4. As they become frustrated with too many rules, ask, "What's wrong?"
5. Discuss the problem of too many rules.

Game 3

1. List the rules on the board:
   - Form a straight line.
   - Pass the ball from the front to the back of the line by handing it over the shoulder.
   - The first team to pass the ball to the back person is the winner.
2. Tell the students to play the game.
3. Before either team can finish, stop the game. Tell them there is another rule. (Make up a rule and add it to the list. Example: Jump up and down when passing the ball.)
4. Keep repeating #3 until students are frustrated.
5. Ask, "What's wrong?"
6. Discuss changing the rules after play has started.

Debrief

Discuss that rules must be clear, known by the players, and unchanged during a game in order to be fair. Discuss how rules make the activity enjoyable rather than confusing because participants know how to behave. Students should be ready to admit that rules are necessary for an orderly game and draw the conclusion that rules would have made the game better. You can ask students to suggest possible rules for making the game run more smoothly. The extension for this concept is that rules (laws) are also necessary for an orderly society.

Focus Question: Who makes our rules and laws?

Have students work in groups to complete the following rules matrix. They will predict who makes the rules they follow to determine that rules are a part of their lives at home, school, and in the community. (Appendix 2)

	Who makes the rules?	Who enforces the rules?	How do you help?
Family			
Classroom			
School			
Neighborhood			
Community			

Refer back to the chart where student responses were recorded to the question "What does the community that you created need in a order to be a safe and pleasant place to work and live?" Students may revise their predictions to include that all communities need rules or laws.

Government Cluster

Write the word "government" on the board and have students share what comes to mind when they think of this word. Chart the responses in a cluster format. In cooperative groups, have students chart a group definition for the word "Government". Have each group share its definition with the class. Highlight similar key words in the definitions. Using these key words and concepts from the cluster, create a whole class definition. (A government is a group of people who make and enforce the laws of a town, a city, a county, a state or a country.)

Developing the Topic

Focus Question: What is the basic structure of the United States Government?

Refer students back to the chart with the group definition of government. Introduce the three levels of government - local, state, and national. In cooperative groups, provide student with cards that include vocabulary and phrases related to government (Appendix 3). Have each group sort the cards into three categories: local government, state government, national government. An answer key is provided for teacher reference at the beginning of Appendix 3. Some of the categories overlap and may vary according to your local community. For example, "Builds and Maintain Prisons" is listed as a state level function but may be categorized as "Federal" if there is a federal prison in your area.

Conduct a gallery walk where students walk around the room to observe how the other groups sorted their cards. Upon return to their seats, discuss the similarities and differences of the various classification systems.

The next day, have the students sort the cards again into the different level of functions. Have the students glue the cards into place and label each level. (Use this activity as anassessment.)

On an overhead transparency, display the Three Levels of Government. Lead a discussion about the responsibilities of each level. As a teacher-directed activity, help students compare and contrast the similarities and differences of the responsibilities of each level of government on a 3-ringed Venn Diagram (Appendix 4.) Begin with the national level. Ask, "What does the national level government do that no one else does?" Continue with each separate level and then compare the different levels.

Refer to the Extended Activities Section for a study of the United States Constitution that may be included at this time.

Focus Question: What is the structure of a city government?

Distribute a copy of the "City Government Description Cards" (Appendix 5a). Be sure to use the version that does not have the name of the job identified for each set of tasks. (Appendix 5b is included as an answer key.)

Make a list of the following jobs on the chalkboard and have the students fill in the appropriate job with its description on the City Government Description Cards:

City Manager	Police
Parks/Community Services	City Council
Fire	Planning/Development
City Attorney	City Clerk
Finance	Public Works

On an overhead transparency, display the City Government Description Cards answer key (Appendix 5b). Lead a discussion about the responsibilities of each category.

On an overhead a transparency, display the Structure of City Government. (Appendix 6) Discuss the duties and responsibilities of each position. Using the City Government Description Cards from the previous activity, have students recreate the City Government Structure Chart by placing the Description cards on a large sheet of paper in their proper position. Glue in position and add lines to show the hierarchy of the jobs. (Not all positions on the Structure of City Government Chart are included in the Description Cards.)

(Note: *Adapt the city government chart to your city and identify the names of people in each of the positions.) Help students fill in the chart with the names of the people in your city who are either currently in these positions or who served in those positions immediately after incorporation. This would be a good time to have various city officials as guest speakers and to take a field trip to city hall.

Focus Question: What does the local government do?

Discuss with the students that one job of local government is to make laws. Brainstorm with students some laws that exist in their community. Examples might include:

- Must wear helmets when riding bikes or skates
- Cannot drive until age sixteen
- Must wear your seatbelt in a moving automobile
- Littering is prohibited
- Cannot drive faster than the speed limit
- Children must go to school
- All dogs must have a license

Have the students discuss why these laws were made. What would happen if these laws did not exist?

Functions of Local Government

Prepare a chart for each of the six functions of local government (Appendix 7):

1. Makes laws for counties, cities and towns
2. Provides law enforcement and fire protection
3. Provides health care and social services for the needy
4. Provides libraries and hospitals
5. Provides roads and parks
6. Provides water, sewer, and garbage collection

Discuss what each function means. Divide the students into six groups. Provide each group with one of charts listing a function of local government.

Distribute a copy of "City Spending" (Appendix 8). Explain that % means out of 100. Have students analyze the pie graphs to see what percent of a city's budget might be spent on their group's function of local government. Sort the categories on the pie graph into the different functions. Are any categories listed on the City Spending graph that are not included on the function charts?

Have the students study the "Picture Yourself in Local Government" poster to find examples of people in the community who are conducting a function of local government. Add names of these jobs to the chart, e.g. Policemen to the "Provides law enforcement and fire protection" chart. (If you do not have a copy of the poster, duplicate Appendix 9.)

Provide each student with a black and white copy of the "Picture Yourself in Local Government" chart (Note: It will take two 8 1/2 x 11 sheets of paper) and with a list of the Functions of Local Government (Appendix 9). Work together to create a color code for each function. Have each student color code different sections of the poster according to the different functions of a local government. On a separate sheet of paper, have each student make a list of each function. Under the appropriate category, students should list the items they circled. It is also helpful to have them identify the grid location for each function, e.g., Policeman C15 could be listed under "Provides law enforcement and fire protection." For assessment, it would be appropriate for each student to list at least 3 items under each function.

Have the students write to the person in the community who is responsible for the function for which their group is responsible. If desired, have guest speakers for each of the functions describe their job to the class. Have each group add the pertinent information to their chart.

Have each group create a mural or decorate their chart to illustrate their function of local government. Students present their mural or chart to the entire class.

For homework, have the students look for examples of the city government at work. Classify these functions under the appropriate city department based on the community's organizational chart. Students can also ask their parents how local government affects their lives and their family. Discuss the responses.

Invite a local City Council person to visit the classroom to talk about his/her job/position within the local government. Have students practice interview skills on one another prior to the guest's visit. Formulate appropriate questions such as:

1. What is your job? How did you get your job?
2. What are the qualifications for a person with this position?
3. What laws or rules do you help make or enforce?
4. How does your job affect the community?
5. What can we do to make our community a better place?

Focus Question: How does a community become incorporated? What are the advantages and disadvantages of incorporation?

Gallery Tour – City Incorporation
Post selected information about city incorporation on charts, one concept per chart (see below). Number the charts and post them around the room. Form small groups of students and, as a starting point, assign one chart to each group. Have groups spend two minutes at each chart, reading, discussing, interpreting and reacting to the idea - orally or in writing - and then move to the next chart until all charts have been visited. When students return to their seats, have them discuss and summarize reactions to each chart.

Suggested chart passages:
1. A community need not become a city. It is a choice which local residents must make.
2. All areas of the state are within a county and under its law-making authority.
3. A community may choose to gain some independence from country rule by incorporating as a municipality (city).
4. There are different reasons for becoming incorporated: to gain more control over land use, to improve services (parks, trash removal, police), and to maintain a separate identity from a neighboring city or from the county.
5. It is not an easy choice to incorporate. It can mean having to pay more for the improved local services (street maintenance, fire, police).

Think Ahead, Think Back
Ask students: "Did our community incorporate into a city?" Have them predict reasons why their city chose to become an incorporated city or has not incorporated. Chart responses. Read the Student Text (see below) and refer back to the chart later in the lesson to compare their predictions to the actual reasons.

Student Text (*Note: Develop a student text with information about the incorporation of your community's city government.)
Use Mumble Reading to read the student text (Appendix 10). (The teacher reads the student text aloud in a clearly articulated voice while the students read simultaneously in a low, quiet voice.)

After reading the indicated pages, students engage in Reciprocal Teaching, which teaches the students to focus intently on what they are reading by designing and asking questions. Students form pairs to reread a short chunk of the text. Both students read the same chunk. Then, one student asks the other questions that came to mind about the reading. The second student answers as many questions as possible. The roles are then reversed with the second student now asking the questions and the first attempting to answer them. At strategic stopping points, the reading stops and one or both of the students summarize what they understand so far.

What's in a City's Name?

Remind students how Roxaboxen got its name. Ask students

- Do you know how you got your name?
- Do you know where your family name came from?

If students don't know, encourage them to ask their parents how they got their name.

After discussing family names, begin to investigate names of streets, parks, schools, or buildings in your community. Work in groups to examine a local map to find places named for famous people in the community and/or county. Are any of the streets named for people who played an important role in the local region or in California or American history (e.g., Martin Luther King, Jr. Blvd.)? Are schools in your community named for famous people? Why do you think those names were chosen? Further extend the activity by examining city names. List on the board five to ten names of California cities such as Arroyo Grande, El Centro, Mountain View, Oceanside, Palm Springs, Red Bluff, Thousand Oaks or Whispering Pines.

Use a state map to locate the selected cities. Ask students: "Why do you think these names were chosen for these towns and cities? What would you expect to see if you visited these areas? Do city names tell something about the place?"

Continue the word game by having students brainstorm the names of famous people in history. (Note: Refer to Standard 3.4.6 for some suggested names.) Record the names. Use a map or atlas to determine if there are any cities in the local region, state, or nation named for these people.

Ask students, "How do you think our community got its name?" In some cases, this may be obvious, while for other places it may involve research. Ask students how they would go about investigating the choice of the name for their community. *California Place Names* by Erwin Gudde is a good teacher reference to use with this activity.

City Motto

What is the "motto" for your community? Discuss the significance of the city motto. Responses may be written or shared orally with the whole group. Groups then develop a motto for their own newly incorporated imaginary "cities".

City Seal

Make a transparency of the seal for your city. Explain that seals exemplify the ideals and beliefs of our government. Discuss the different components of the seal and the meaning of each section. Compare the city seal to the county, state, and national seals. Have students design a city seal for their class or imaginary community.

Imaginary City Incorporation

Inform students that in order to make the rules or laws for the imaginary community they created, they must incorporate to receive the right of self governance. Each group must do the following in order to receive city incorporation:

- •Select a name for their community
- •Write a Notice of Intent to incorporate
- •Submit a petition with at least 4 signatures from group members
- •Hold a ballot election for city incorporation and the mayorship among their group members

Imaginary City Charter

Upon incorporation, each group receives a city charter (Appendix 11). Have each group determine laws that are necessary for their city to be a safe and pleasant community in which to work and live. Add these laws to the city charter. Consequences for breaking these laws should be determined and listed. Encourage students to choose appropriate consequences.

Building an Historical Narrative for the Imaginary Community

Brainstorm types of events that might happen in a community. When and how might a community be settled? How might it develop over time? What could be the major events that might happen in a community? What effect might these events have on the people?

As a prewriting activity, ask each group to develop an "historical narrative" for their imaginative community and orally share their ideas with the rest of the class. Have students include the following:

- What natural and man-made geographic features are represented in your community?
- How did the community get its name?
- What laws does your community have?
- How has the community developed over time?
- Who were the key people that developed the community?
- What major events have happened in the community?
- What effects have these events had on the people?

Using the ideas generated during the prewriting activity, have each student write a "history" for their imaginary community in which they explain each of the topics listed above. If possible, photograph the student's imaginary communities and display the pictures with the student's written history.

One Stays While the Others Stray

One member of each group stays by their newly incorporated city. The other members of the group rotate in clockwise fashion to the next "city". The person who stays behind reads the historical narrative to the new group and answers any questions. At a signal, the groups rotate to the next "city", and the process is repeated. The person who "stays" may be rotated among the other group members.

Note: During Units 5 and 7, an Historical Narrative will be developed for your local community using this same process.

Focus Question: Why is civic participation an important aspect of local government?

Simulation: "A Neighborhood Problem"

Inform students that many laws and rules are passed because interested citizens and groups become involved. Introduce the simulation prompt:

> A park has just been built in your city. The park has new play equipment, picnic benches, a bike trail, and new basketball courts. The kids of the neighborhood are all excited! However, the city council has decided to put up a sign that says "NO SKATEBOARDING ALLOWED!" A meeting will be held on Tuesday night about the sign. Your group will present at the meeting.

Distribute a copy of the "Neighborhood Problem" planning sheet (Appendix 12). Have students complete the sheet in groups and then share their responses with the entire class. Combine the ideas and complete one composite planning sheet for the problem.

Designate students in your class to be members of the city council. (The size of the city council varies in different communities. Five members are common, or use the number from your community's city council.) Assign the other students to one of the seven representative groups involved (Appendix 13). Have the students pretend that they are members of that group and ask them to come up with arguments to support their position.

Each group should present their arguments to the group of students who have been designated as members of the City Council. The City Council should then vote on a decision about the park situation based on the arguments.

Lead a discussion with the students about the influence each group had on the decision. Ask students:

- Why is civic participation an important aspect of local government?

Focus Question: What can we do to participate in our local community?

Ask students:

- What are some ways that people participate in local government?
- How might we participate in our community?

Brainstorm a list of ideas for each of the above categories.
Work together with the students to select a problem in your community. (Note: An activity that would connect with Standard 3.4.3 is to adopt an historic landmark in your community that needs restoration.) Let the students select the project they would like to undertake that will make their community a better place to live. For ideas, use resource books such as *The Kids Care Book* by Joan Novelli and Beth Chayet which has an entire chapter on community improvement projects.

Complete the "Neighborhood Problem" planning sheet (Appendix 12). If desired, develop an action plan to solve the community problem.

Culminating the Topic

Our Community Through Time History Book

Throughout the Grade 3 Local History Project, students compile a booklet that reflects the concepts learned from the unit of study with one page being completed during each of the six units. In the center of each page, students draw a map with features relevant to the unit. Each page should also include a symbolic border with pictures of artifacts drawn by the student to illustrate things they have learned during the unit. Refer to Appendix 13a for the format, 13b for a sample, and 13c for a rubric. When the pages for each unit have been completed, students will compile the pages in chronological order and design a cover for their booklet.

Each booklet page should include:

- map with at least 5 features appropriately placed and relevant to the topic
- a symbolic border with detailed illustrations that depict accurate factual information
- Period and Time identified

Have students complete a page for their Community History book for the Incorporation of Our Local Government. In the center of the page, students draw a map identifying key locations in the community related to the functions of city government. The symbolic border should include pictures of artifacts to illustrate things learned during the unit.

Time Line of the Local Community

Add dates related to the incorporation of your city to the Local Community Time Line. Continue to add major events during the next unit. If desired, each student may also keep a duplicate time line using strips of paper or adding machine tape. The individual time lines may be added to *Our Community Through Time History Book* when it is assembled at the end of Unit 6.

Assessment

The assessment of this unit is integrated with the instruction and occurs throughout. The focus questions provide a framework for the evaluation of the lesson. Student work to be assessed includes:

- Working in groups, construct an imaginary community using odds and ends, give the community a name, and create an historical narrative for the community including how it got its name, what natural and man-made features the community has, how the community has developed over time, the key people in the community, and major events that happened in the community as well as the effect these events had on the people of the time
- Play "No Rules Pass the Ball" and discuss what makes an effective rule
- Work in a group to complete the "Who Makes the Rules" chart (Appendix 2)
- Work in a group to sort phrases related to government into local, state, and national categories (Appendix 3)
- Compare and contrast the responsibilities of level of government on a Venn diagram (Appendix 4)
- Match job titles for city government with the appropriate job descriptions (Appendix 5a)
- Under teacher direction, complete a blank Structure of City Government chart (Appendix 6)
- Select a law and explain in writing why the law was made, why it is a good law, and what would happen if the law did not exist
- Analyze a "City Spending" pie graph (Appendix 8) and sort the categories on the graph into the different function of a local government (Appendix 7)
- Study the "Picture Yourself in Local Government" poster to identify examples of people in the community who are conducting a function of local government.
- Write a letter to a person in the community who is responsible for the function of local government their group is studying. Add pertinent information to the group's function chart.
- Create a mural or decorate a chart detailing the one function of local government.
- For homework, look for examples of city government at work.
- Formulate appropriate questions and interview a local City Council member about his/her job.
- For homework, discuss with parents how local government affects their lives.
- Complete a T-chart to show possible reasons For and Against incorporation of a city.
- Participate in a role play about the incorporation of a city.
- Discuss the city's motto and develop a motto for the imaginary city.
- Analyze the city's seal and create a city seal for the imaginary city.
- Conduct research on the how the local community got its name.
- Follow the procedures for incorporation of the imaginary community.
- Work in a group to create a city charter and laws for the imaginary community.

- Using a black and white copy of the "Picture Yourself in Local Government" poster, color code each of the six functions of local government and identify at least 3 examples of each on the poster. Write the examples and grid location on a separate sheet of paper under each function category.
- Participate in a Neighborhood Problem simulation and complete a "Neighborhood Problem" planning sheet (Appendix 12)
- Explain why civic participation is an important aspect of government.
- Brainstorm a list of ways the class or individuals might participate in the local community.
- Participate in identifying a local problem and creating a solution to the problem
- Complete page 1 of the "Our Community Through Time History Book" to reflect the concepts learned about the Birth of a City. Include a symbolic border and a map identifying key locations related to the functions of city government (Appendix 13.)
- Add dates related to city government to the Time Line of the Local Community.

Extended and Correlated Activities

- Engage students in a classroom simulation of government by holding a campaign and an election for classroom mayor and a city council who would serve for a specified period of time.
- Students compare and contrast the way their school is run to the way the different levels of government function.
- Arrange a field trip to a city council meeting.
- Invite Guest speakers from the city to speak to the class.
- In cooperative groups, have students answer the following questions:
  - What might happen in a country if there were no rules or laws?
  - What might happen if there were rules and laws, but no one to make sure people obeyed them?
  - What might happen if there were rules and laws, but no one to settle disagreements about them?
- Show students a copy of the United States Constitution. Share with the students that the constitution is a set of rules and laws that tells how a government is organized and run. Our government, like a referee, not only makes sure that we follow rules but also most importantly protects people's rights to life, liberty and property. The power of the government is held by the people. The people give power to leaders they elect to represent them and serve their interests. The representatives are responsible for helping all people in the country, not just a few people.
- Read to students *A More Perfect Union, The Story of Our Constitution* by Betsy and Giulio Maestro. Using pictures from the book, have students make a time line of the story to show the steps in the making of the constitution. As the students read about the significant individuals in the story, ask them to point out how these individuals helped in the process (Appendix 14).
  - George Washington
  - Benjamin Franklin
  - James Madison

- Thomas Jefferson

Students can create a class scrapbook highlighting these individuals and the impact they had on the making of the constitution. (Note: Benjamin Franklin and Thomas Jefferson are included in Standard 3.4.6.) Ask students who were some other heroes who have taken a risk to secure our freedom? List names such Harriet Tubman, Martin Luther King, Jr., Thomas Jefferson, and Frederick Douglass.

- Have students look at the preamble of the Unites States Constitution. Have the students analyze the document (Appendix 15). Ask students how this document is similar to our class rules.

We, the People of the United States,
In Order to form a more perfect Union,
establish Justice,
insure domestic Tranquility,
provide for the common defense,
promote the general Welfare,
and secure the Blessings of Liberty to ourselves and our Posterity,
do ordain and establish this Constitution for the United States of America.

- Have students create a class constitution using the copy change method. (Use the same structure of the original document, but add your own words.)
- Using the song from *Lyrical Lessons* by Clint Close and Larry Wolfe, "We're Democracy" (Appendix 16) as a springboard, have students write letters to local politicians to inform them of community issues and concerns. As an alternative, students can conduct a student "press conference" and invite local politicians to discuss issues and ways that students in the class can be involved.
- Plan a cross-community treasure hunt or "rally" with checkpoints at notable civic locations
- Take your class on a "city walk" scavenger hunt in the neighborhood around your school. Have students look for and log examples of local government services.
- Contact the city or county clerk and have copies of the agendas for meetings mailed to you. Ask the clerk for a copy of the agenda for the very first city council meeting after the city was incorporated. Have your students analyze the items on the agenda. Compare these with the agenda of a current city council meeting.
- Take your class or interested students to a city council meeting after reproducing the agenda and briefing the students on the items. Videotape the meeting for replay in the classroom for analysis and for those students unable to attend. (Note: Many communities broadcast their city council meetings.)
- Provide students with information from the planning department on anticipated changes in the community. Encourage students to create "alternative future" scenarios for your community, e.g., "Our Town 2010." Discuss what groups in the community would need to be involved for these changes to occur.
- Provide students with information on your city's fire protection program. Invite a fire fighter to your class to share information about their services.
- Sponsor a Youth-In-Government Day in which students shadow elected officials, department heads, union leaders, etc., work on selected problems, and then have a

mock city council meeting. Models of this program are available from the League of California Cities.

- Use city hall as the site for a student or school recognition program. Encourage city officials to join with school officials in making various presentations.
- Have students identify a problem in the local community and develop a community action project to address the problem.
- Brainstorm the names of people in the local community who have made a difference. Interview parents and other adults, check the local newspaper, and make a list of who they are and what their accomplishments are. Create a class "hero" bulletin board. Include pictures and newspaper clippings about these people who have made a difference in the community. If possible, have some of these people as guest speakers in your classroom.
- Design a plaque to honor a local hero. Post the plaque in the school office or at a community hall for public viewing. Select one or two "Heroes of the Year" and hold a special ceremony to honor their deeds.
- Refer to the Model Lesson for Grade 2, Standard 5 for a list of community action projects and additional resources to help you design special projects for your class.

Resources for the Sample Topic

Gudde, Erwin G. *California Place Names: The Origins and Ethnology of Current Geographical Names*. Berkeley, CA: University of California Press, 1959. Revised and enlarged by William Bright, 1998. This is a good teacher resource for information regarding California place names. The author lists the names of cities, mountains, bays, and other geographical features of the state and briefly explains how each got its name. Each entry includes the location by county for ease in locating it on a map.

Jerrils, Jack, *The History of a City... Carson, California*, 1972, ISBN 72-79281. This book deals with the heritage of Carson and the eventual incorporation of the city.

Klose, Clint & Wolfe, Larry. *Lyrical Lessons*. Kagan Cooperative Learning, 1997. A collection of songs written and recorded for children that teach concepts, terminology, and explanations for several concepts. "We're Democracy" fits the content of this unit.

Levy, Elizabeth. *If You Were There When They Signed the Constitution*. New York: Scholastic. ISBN 0-590-45159-6.

*Maestro, Betsy and Giulio. *A More Perfect Union: The Story of Our Constitution*. New York, 1990. ISBN 0-688-10192-5. This is the unforgettable story of fifty-five men and the constitution they created in 1787 to give the struggling new government a foundation.

**McLerran, Alice. *Roxaboxen*. New York: Lothrop, Lee & Shepard Books, 1991. ISBN 1-57471-138-5. A hill covered with rocks and wooden boxes becomes an imaginary town for Marina, her sisters, and their friends. Softcover.

Novelli, Joan and Beth Chayet. *The Kids Care*. New York: Scholastic Professional Book, 1991. ISBN 0-590-49141-5. This practical book includes 50 class projects that help students help others. Topics include people partnerships, social action, environmental issues, and others related to the study of your local community.

****Picture Yourself in Local Government*, Sacramento, CA: Institute for Local Self Government, 1994. ISBN 1-885059-00-0. This is a resource for students and teachers designed to provide an understanding of local self-governance and civic participation. The accompanying poster is used in the lesson.

Pincua, Debbie & Ward, Richard. *Citizenship: Learning to Live as Responsible Citizens*. Carthage: Good Apple, 1991. ISBN 0-86653-608-6. This book provides hands-on activities that help young people to explore the concepts of citizenship, to develop the values necessary to become a good citizen, and to build leadership skills.

Zelver, Patricia. *The Wonderful World of Watts*. Illustrated by Frane' Lessac. New York: Mulberry Books, 1996. The book describes how an Italian immigrant, Simon Rodia, showed pride in his neighborhood by building three unusual towers in his backyard. The towers stand today because volunteers worked to save them from a wrecking crew.

Appendix 1

Building a Community
(Expanded Version)

Students form cooperative groups of four. Each group is given a 3' by 3' piece of green or brown butcher paper on which to build a community. Each group randomly draws from a container the names of at least four geographical features to include in their community. These geographical features are listed on the following chart.

Geographical Features	Types of Homes	Businesses/ Industries	Community Services

Students determine what kind of businesses/industries would be found in their community that relate to the physical features and natural resources, and list them on the chart.

Students determine what types of homes (houses, apartments, condominiums, etc.) would be found in their community, and list them on the chart.

Students determine the community services (schools, hospitals, libraries, police, fire stations, etc.) needed by their community and list them on the chart.

Using various materials (paper bowls, sacks, foil, yarn, etc.), students create selected geographical features for their community and position them on the butcher paper. Features are labeled.

Students are given a salary of 30 cents to build their homes. Play money or money stamps may be used to create currency. Money could be placed in envelopes with the child's name for safe keeping. One child could be appointed banker and keep all the envelopes in a box at a designated location. Using milk cartons, students create homes for their community. Students may use as many cartons as they choose and tape the cartons together. However, a property tax will be levied at a later time according to the number of cartons used. Windows and doors are cut, and students then paint the outside surfaces of their milk cartons (it is recommended that a layer of gesso be applied first). The houses are now ready to be decorated inside.

The students purchase supplies to decorate the inside of their homes at the "Home Improvement Center" set up on a table in the classroom. Supplies may include the following:

- felt - carpeting
- fabric swatches - curtains
- gift wrap/contact paper – wallpaper

Supplies are displayed along with a price list:

- •carpeting -5 Cents
- •curtains - 2 cents
- •wallpaper - 4 cents

Students use their salary to make their purchases. A sales tax of 1 cent is added for every 5 cent purchase. A capable student may manage the purchases.

Homes are then decorated. Each group positions their homes on their butcher paper. A property tax is then affixed to the homes according to the number of milk cartons used to construct the houses. The tax on a one carton house is 5 cents, a two carton house is 8 cents, and a three carton house is 10 cents Teacher asks students what they know about property and sales taxes, and facilitates the discussion by charting their predictions.

In their groups, students lay out their butcher paper 3' x 3' strips of black construction paper to represent roads. Each group receives two roads paid for by the sales tax collected at the "Home Improvement Center". Additional roads are paid for out of the group's property taxes. The cost of a road is 3 cents.

Referring to their chart, each group creates the business and community buildings chosen for their community out of additional milk cartons. Students follow the same procedure for painting these buildings. Interior decoration is optional. The finished buildings are placed on the butcher paper in a student designated business district. Community buildings are placed according to perceived need (e.g. schools near homes). Buildings are clearly labeled. Students need to keep in mind proximity to roads for consumer accessibility.

Each group then determines from their property taxes how much money their city has for its budget.

Appendix 2

Name:_____

Date:_____

Who Makes the Rules?

	Who Makes the Rules?	Who Enforces the Rules?	How Do You Help?
Family			
Classroom			
School			
Neighborhood			
Community			

The Citizinship and Law-Related Education (CLRE) Center

DRAFT

Appendix 3

THREE LEVELS OF GOVERNMENT SORT CARDS

National Level
- Makes laws for the nation
- Prints and coins money
- Runs the armed forces and provides national defense
- Deals with other nations
- Meets in Washington, D.C.
- Runs the Postal Service
- President

State Level
- Makes laws for a state
- Builds and maintains prisons
- Helps fund public education
- Meets in the State Capitol
- Issues driver's licenses
- Governor

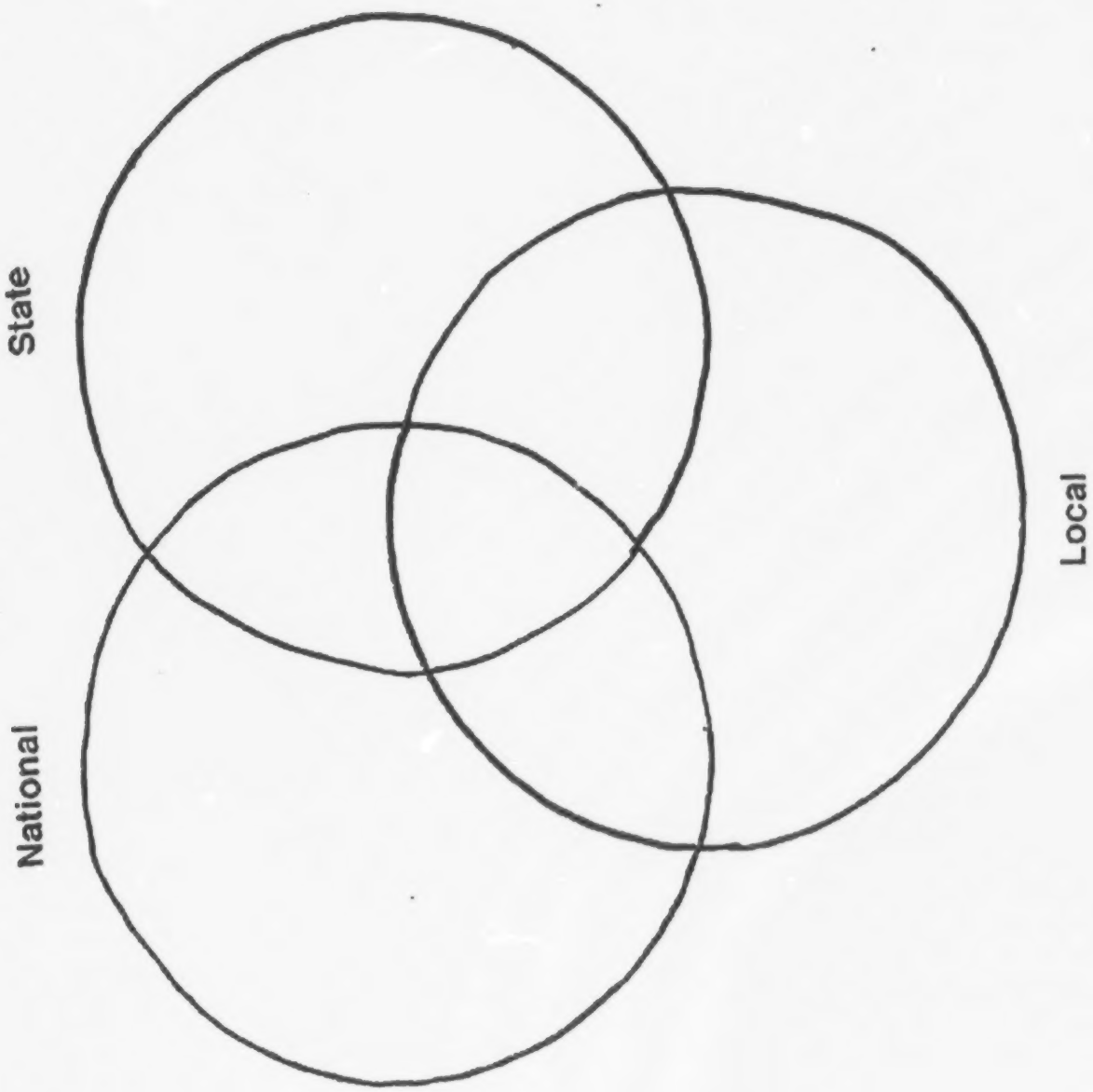
Local Level
- Makes laws for counties, cities and towns
- Provides law enforcement, fire protection
- Provides roads, parks, hospitals, water
- Meets at City Hall
- Mayor

Meets in the state capitol	**Meets in Washington, D.C.**

Runs the Postal Service	Helps pay for public education
Provides roads, parks, water, hospitals	Runs the armed forces and provides national defense
Issues driver's licenses	Provides law enforcement, fire protection
Governor	Mayor

Builds and maintains prisons	Makes laws for the nation
Makes laws for the state	Makes laws for counties, cities and towns
Prints and coins money	President
Meets at City Hall	Deals with other nations

Appendix 4



Appendix 5a

City Government Description Cards

• In charge of running the city on a daily basis • Organizes work people do • Makes sure people are following the rules	• People vote for peole to be on city council • Says when city budget is okay • Does planning for the city • Listens to people
• Helps city council understand the laws • Helps city solve problems about laws	• Gets ready for days when people vote in the city • Takes care of certificates and important papers
• Protects people and property • Teaches people how to be safe	• Puts out fires • Gives first aid • Makes sure buildings are safe from fires
• Makes plans for new buildings and parks • Makes sure buildings and houses are safe	• Takes care of cleaning water and sewers • Works on building streets and putting up traffic signs
• Builds parks • Organizes sports and other programs for community	• Keeps track of the city's money • Spends city's money

Appendix 5b

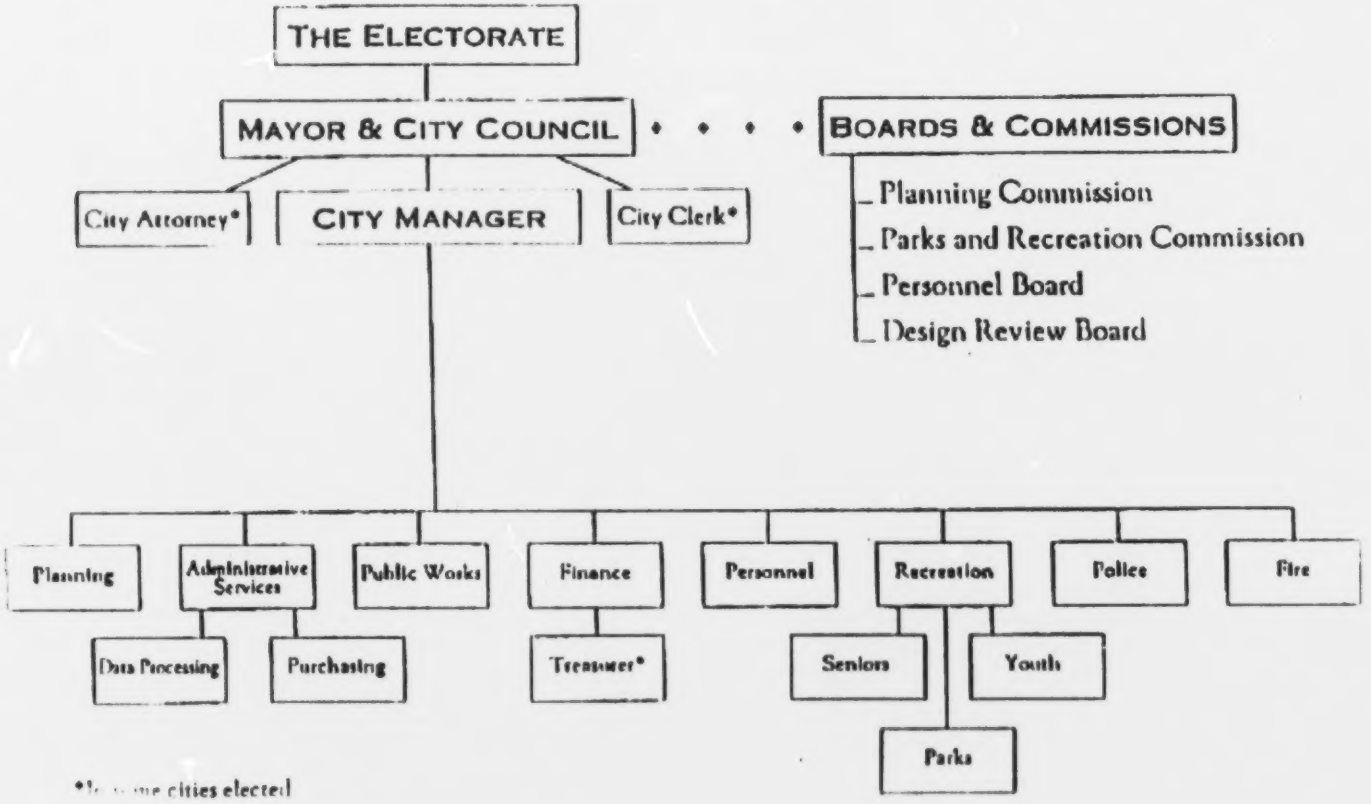
City Government Description Cards

City Manager	City Council
• In charge of running the city on a daily basis • Organizes work people do • Makes sure people are following the rules	• People vote for people to be on city council • Says when city budget is okay • Does planning for the city • Listens to people
City Attorney	**City Clerk**
• Helps city council understand the laws • Helps city solve problems about laws	• Gets ready for days when people vote in the city • Takes care of certificates and important papers
Police	**Fire**
• Protects people and property • Teaches people how to be safe	• Puts out fires • Gives first aid • Makes sure buildings are safe from fires
Planning/Development	**Public Works**
• Makes plans for new buildings and parks • Makes sure buildings and houses are safe	• Takes care of cleaning water and sewers • Works on building streets and putting up traffic signs
Parks/Community Services	**Finance**
• Builds parks • Organizes sports and other programs for community	• Keeps track of the city's money • Spends city's money

The Citezinship and Law-Related
Education (CLRE) Center

DRAFT

City Government Structure



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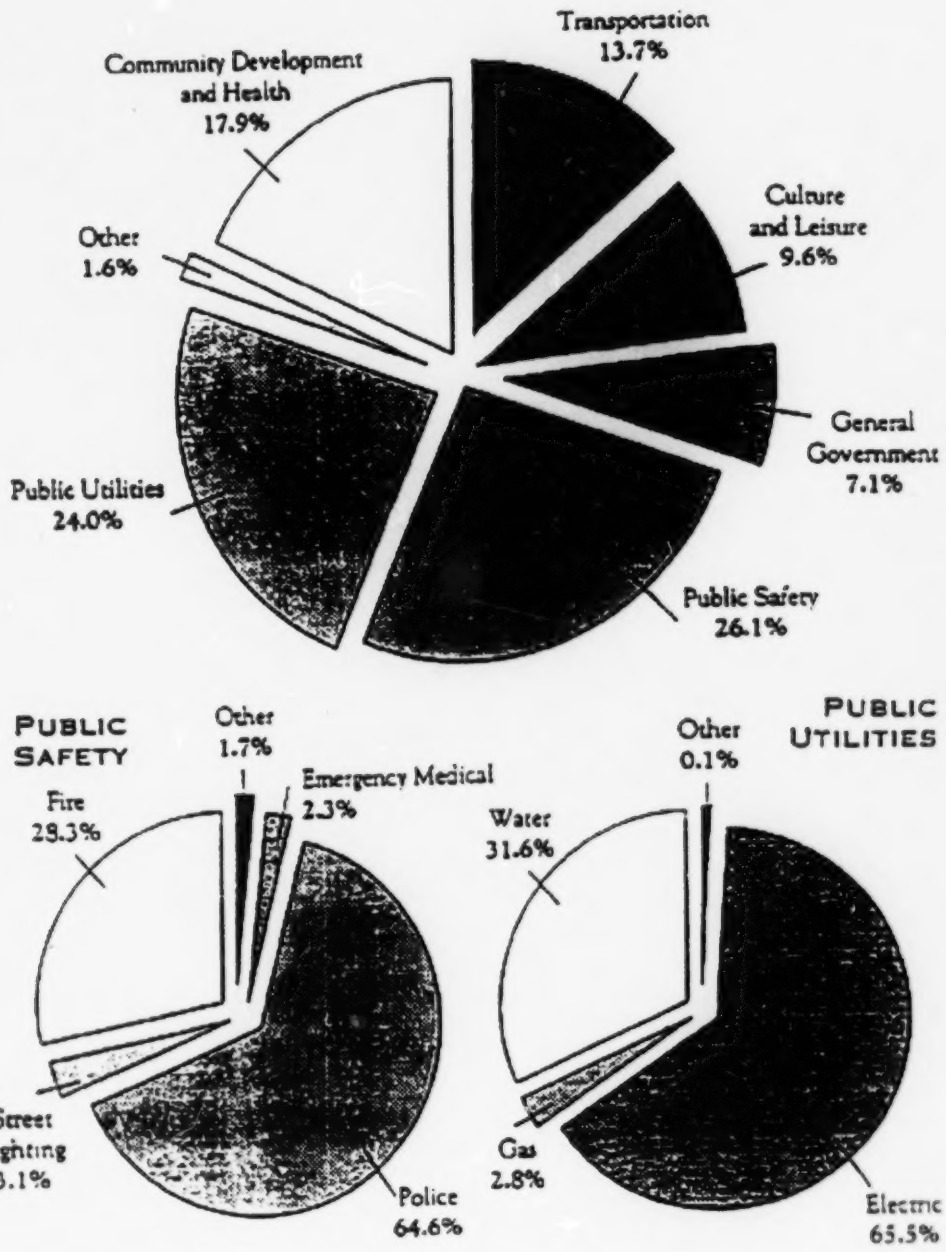
Appendix 7

The Functions of Local Government

- Makes laws for counties, cities and towns
- Provides law enforcement
- Provides health care and social services for the needy
- Provides libraries and hospitals
- Provides roads and parks
- Provides water, sewer and garbage collection

Appendix 8

City Spending



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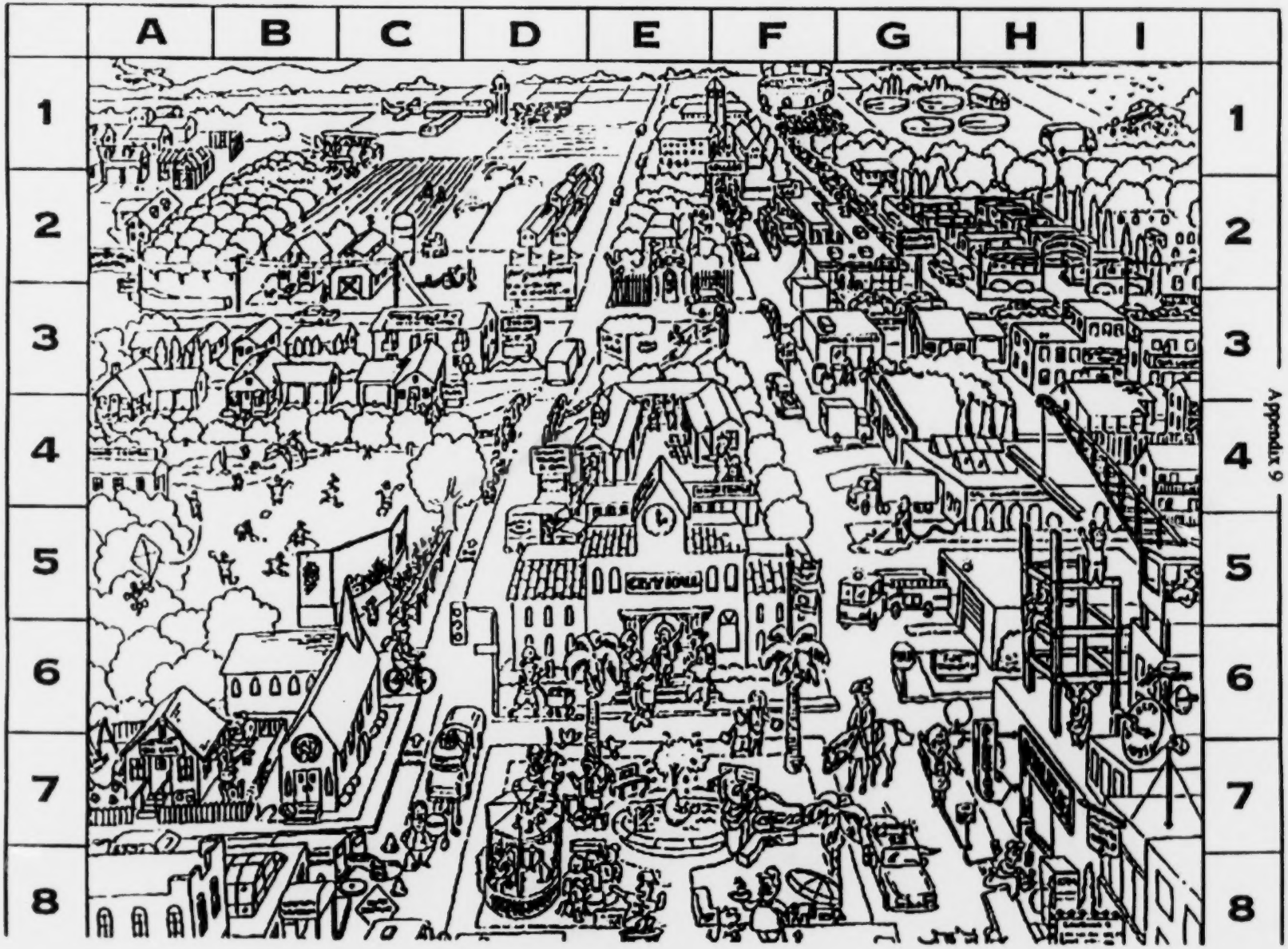

Appendix 9

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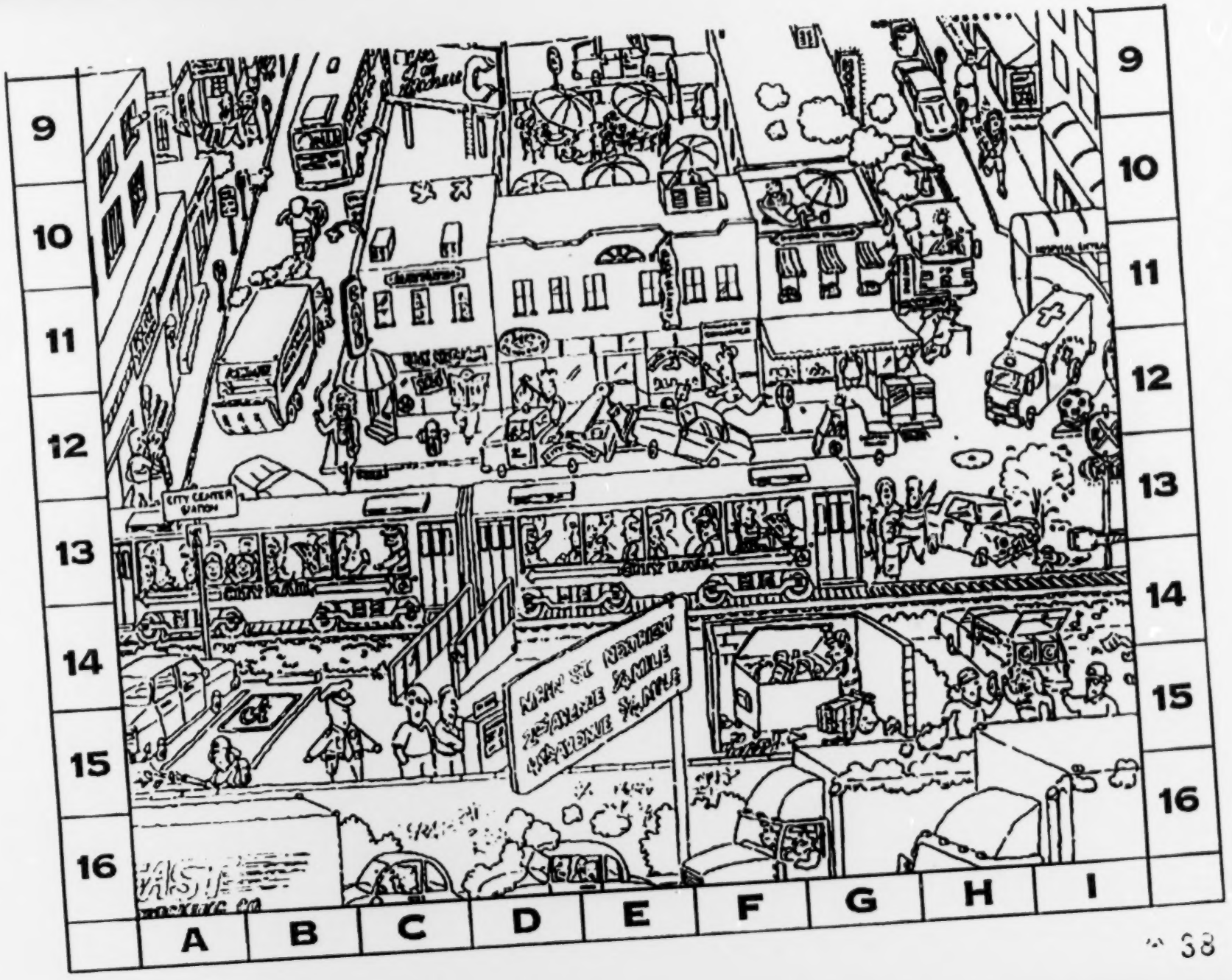

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Appendix 10

Incorporation of the City of Carson

Almost 200 years after the founding of Rancho San Pedro, 142 years after the Dominguez Adobe was built, and 58 years following the Great Air Meet of 1910, the citizens of the land "to the west of the Los Angeles River" finally took the step toward independence.

After decades of neglect as an unincorporated part of Los Angeles County, the citizens went to the polls on Tuesday, February 6, 1968 to vote on whether to officially incorporate their community as an independent city.

Almost 10,000 of the 17,351 registered voters in Carson cast a vote on that February morning. When the ballots were counted, the vote was 6,301 to 3,834 in favor of incorporation. The City of Carson was born! It would be the 8th largest city in the County of Los Angeles.

But there was one other issue for the voters to decide. What would be name of their new city? Voters were offered two choices: Carson and Dominguez, the two leading family names in the history of Rancho San Pedro. By a narrow vote of just 318 votes, the citizens chose the name Carson.

Voters also elected the first Carson City Council on that Tuesday in 1968: the first Mayor of Carson, John Marbut, along with four other Council members. The new City Council chose a motto for their new city:

"Future Unlimited"

Appendix 11

Office of the Secretary of State

The Secretary of State of the State of California, hereby certifies:

That on _____ the city of _____
(date)

was duly incorporated.

The laws and consequences of this city are as follows:

Laws	Consequences
1.	
2.	
3.	
4.	
5.	
6.	
7.	

City Budget_____

Appendix 12a

Name: _____
Date: _____

Neighborhood Problem

A. What is the problem?

B. Why is it a problem?

C. Who is responsible?

D. What are some possible solutions to the problem?

Appendix 12b

Neighborhood Problem

A park has just been built in your city. The park has new play equipment, picnic benches, a bike trail, and new basketball courts. The kids of the neighborhood are all excited! However, the city council has decided to put up a sign that says NO SKATEBOARDING ALLOWED! A meeting will be held on Tuesday night about the sign. Your group will be present at the meeting.

SKATEBOARD ASSOCIATION:

Position: You want the sign taken down. You think you should be able to skateboard in the park because it is a public place.

PARENT'S GROUPS:

Position: You have small children that play in the park. You are afraid that a skateboarder might run over your small children.

YOUTH GROUP:

Position: There aren't many things for teenagers to do in your neighborhood. Skateboarding is good exercise and the park is a safe place to skate.

POLICE ASSOCIATION:

Position: Almost every day they must go to the park because someone is complaining about the skateboarders being dangerous.

MR. GRUMP:

Position: He is mad because the skateboarders are too loud and he can't take his afternoon nap. He wants to get rid of them.

MR. DORIGHT:

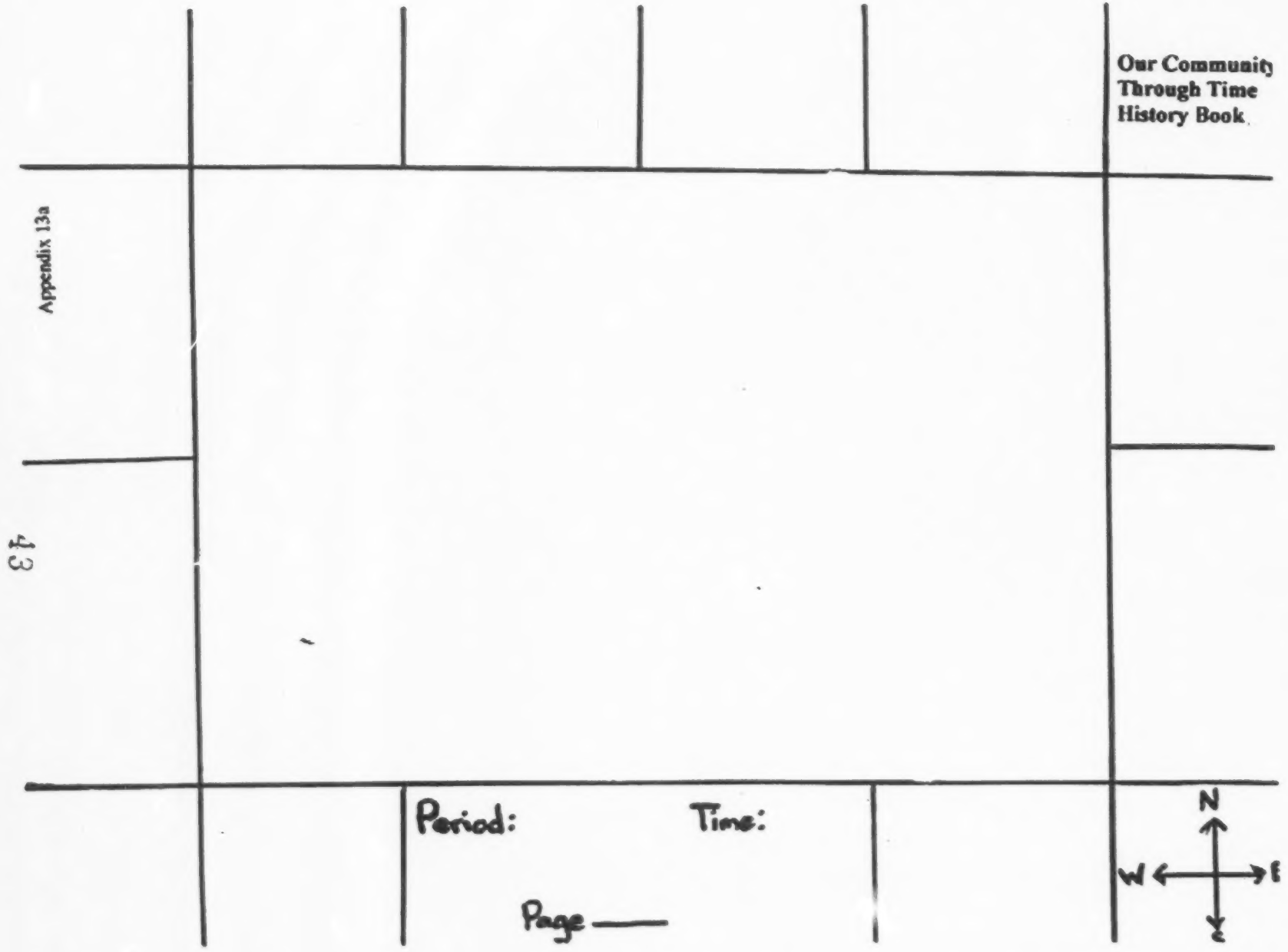
Position: He thinks it's wonderful to see youngsters enjoying the fresh air and sunshine. He wants everyone to stop picking on the skateboarders.

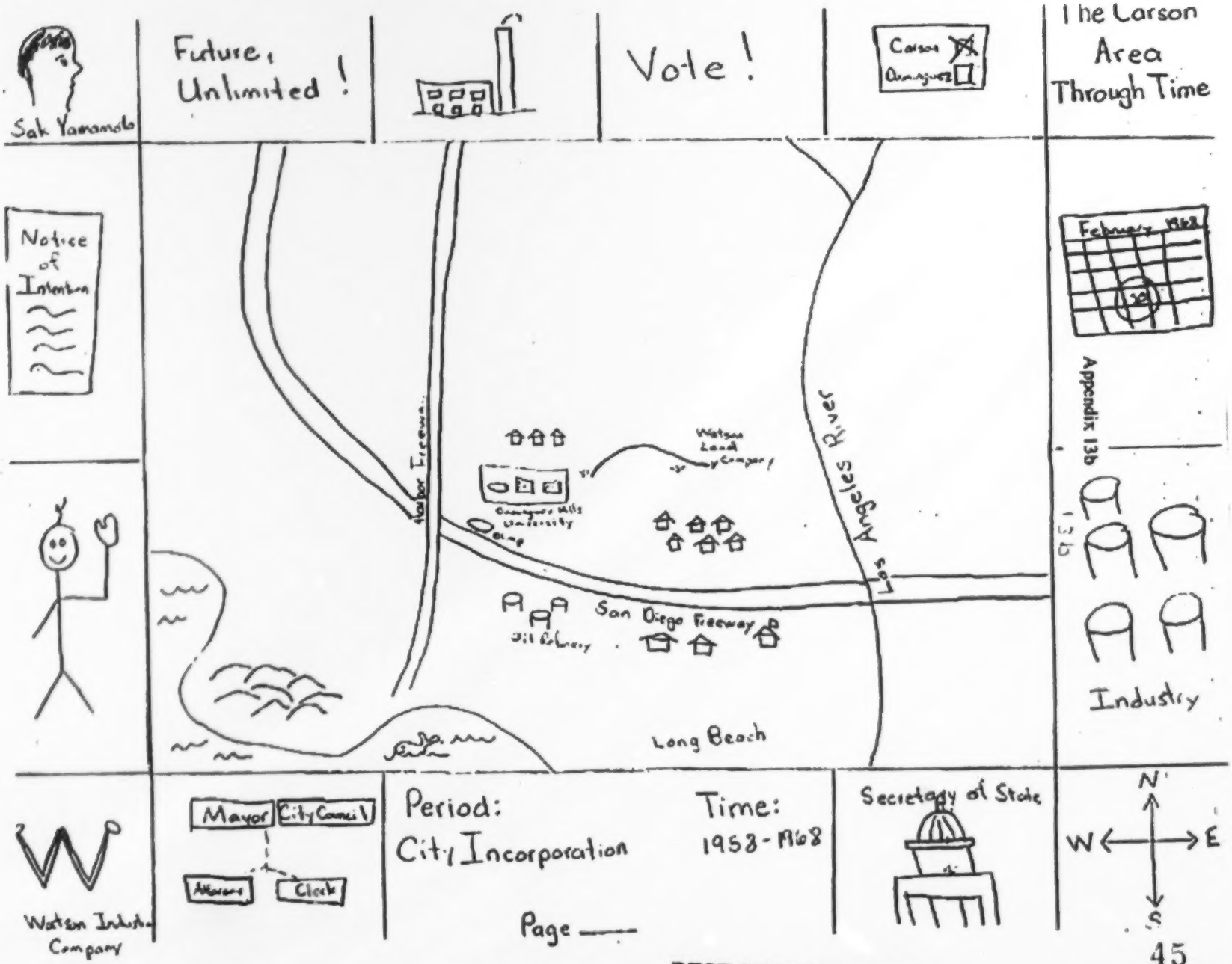
CITY COUNCIL:

Must listen to all the arguments and then make a decision.

Our Community Through Time History Book

Appendix 13a





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Appendix 13c

Our Community Through Time
History Book

Students complete a page of the "Our Community Through Time History Book" that reflects the concepts learned from the unit of study with one page being completed during each unit.

In the center of the page, students draw a map with features relevant to the unit. Each page should also include a symbolic border with pictures of artifacts drawn by the student to illustrate things they have learned during the unit. When completed, compile the pages from each unit in chronological order and have students design a cover for the booklet.

Descriptors	Score
All illustrations depict accurate factual information. Illustrations are highly detailed and neat. Map contains at least 5 features that are relevant to the topic and are appropriately placed.	4
Most illustrations depict accurate factual information. Illustrations are detailed and neat. Map contains at least 4 features that are relevant to the topic and are appropriately placed.	3
Some illustrations depict accurate factual information. Illustrations contain some details and are recognizable. Map contains at least 3 features that are relevant to the topic and are appropriately placed.	2
Few illustrations depict accurate factual information. Illustrations may be incomplete, lack detail or be unrecognizable. Map contains at least 2 features that are relevant to the topic and are appropriately placed.	1

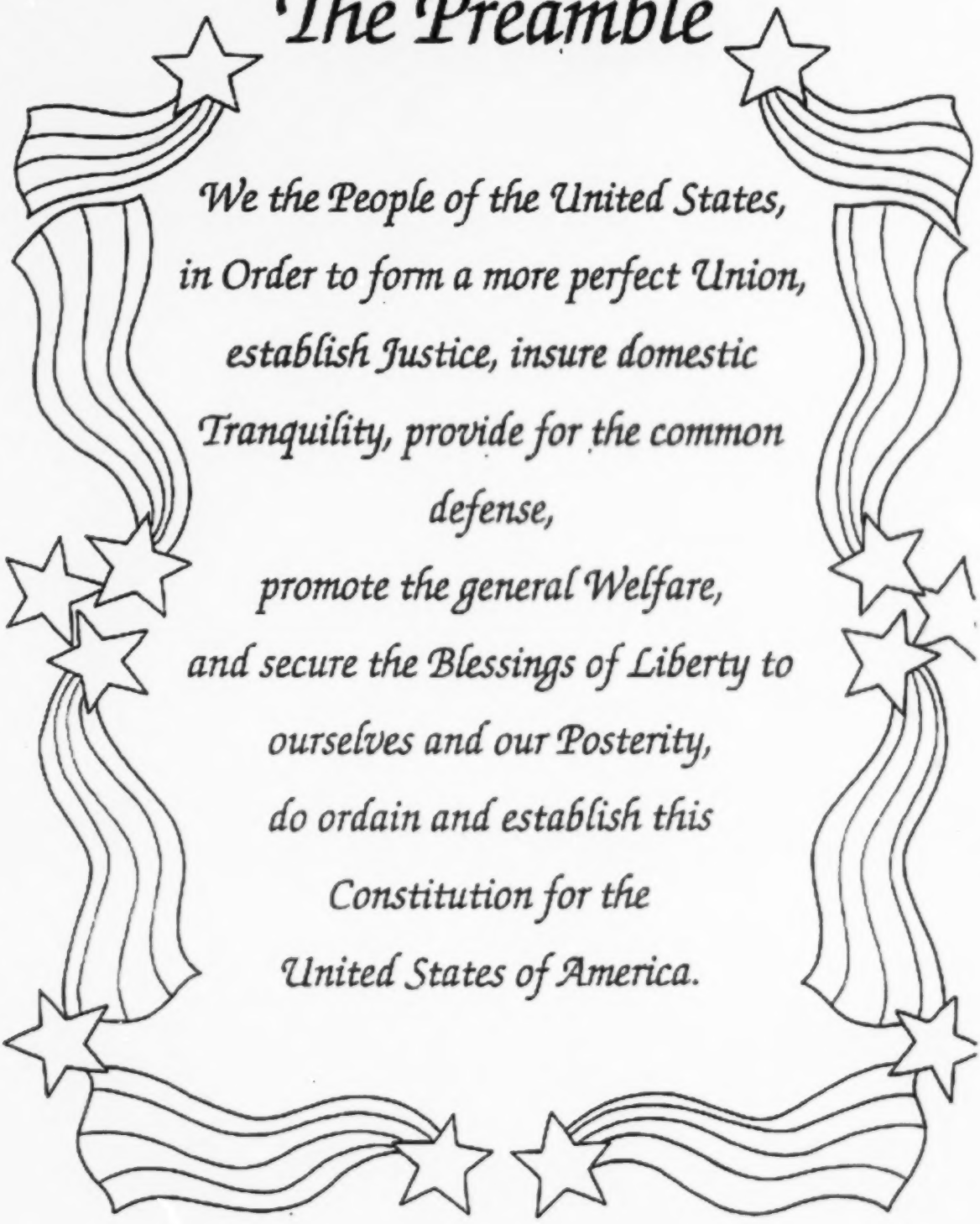
Appendix 14

A MORE PERFECT UNION: THE STORY OF OUR CONSTITUTION

Contributors to the Constitution

Leaders	Contribution
George Washington	
Benjamin Franklin	
Thomas Jefferson	
James Madison	

The Preamble



We the People of the United States,
in Order to form a more perfect Union,
establish Justice, insure domestic
Tranquility, provide for the common
defense,
promote the general Welfare,
and secure the Blessings of Liberty to
ourselves and our Posterity,
do ordain and establish this
Constitution for the
United States of America.

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Appendix 16

We're Democracy

(I've Been Working on the Railroad)

(1) I'm a local politician
(2) Down at City Hall
(3) If you have a "public problem"
(4) Grab the phone and make a call
(5) I'm your voice in city council
(6) Through me you'll be heard
(7) We can make the rules together
(8) Together we'll be heard

(9) ***We're democracy***
(10) ***Together you and me***
(11) ***"We the people" govern our country***
(12) ***We can have a voice***
(13) ***We can have a choice***
(14) ***We're a "peopleocracy"***

(15) Your vote put me here in Congress
(16) Washington, that is,
(17) All the "Reps" from every state are
(18) The House of Representatives
(19) Some states have more people in them
(20) Needing more "Reps", too
(21) And the states with fewer people
(22) Only need a few!

(23) ***We're democracy***
(24) ***Together you and me***
(25) ***"We the people" govern our country***
(26) ***We can have a voice***
(27) ***We can have a choice***
(28) ***We're a "peopleocracy"***

(29) Representatives in Congress
(30) Must live in your state
(31) We are twenty-five or older
(32) (Younger "Reps" will have to wait!)
(33) We're elected every two years
(34) We can be "replaced"!
(35) 'Must be citizens a long time
(36) And mustn't be "two-faced"!

(37) ***We're democracy***
(38) ***Together you and me***
(39) ***"We the people" govern our country***
(40) ***We can have a voice***
(41) ***We can have a choice***
(42) ***We're a "peopleocracy"***

(43) I'm a senator in Congress
(44) Your vote put me here
(45) I'm a senator in Congress
(46) Write a letter—"bend my ear"!
(47) It's my job to represent you
(48) I work many hours
(49) You can help me make some choices
(50) Spending our tax dollars

(51) ***We're democracy***
(52) ***Together you and me***
(53) ***"We the people" govern our country***
(54) ***We can have a voice***
(55) ***We can have a choice***
(56) ***We're a "peopleocracy"***

(continued on the next page)

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We're Democracy

(continued)

(57) Senators work in the Senate
(58) Six year terms they serve
(59) Senators are over thirty
(60) Some are spenders, some conserve
(61) 'Must be citizens for nine years
(62) ' Can't think "out-of-date"
(63) 'Senate has a hundred workers—
(64) Two from every state!

(65) *We're democracy*
(66) *Together you and me*
(67) *"We the people" govern our country*
(68) *We can have a voice*
(69) *We can have a choice*
(70) *We're a "peopleocracy"*

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We're Democracy

(continued)

(57) Senators work in the Senate
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(68) *We can have a voice*
(69) *We can have a choice*
(70) *We're a "peopleocracy"*

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Dear Parents,

Your child has just completed a unit called **Exploring the Local Landscape** in social studies/geography. This unit was planned and designed to assist your child in meeting Standard 1 of the State History/Social Science Standards.

Please sit down with your child, and have him/her share the work accomplished and the concepts learned about the geographical features of the local region.

Thank you,
Mrs. Delameter

Standard 1: Students describe the physical and human characteristics of place and use contemporary maps, tables, graphs, photos, and charts to organize information about people, places, and environment in a spatial context.

Description of the Unit: Students conducted a soil analysis to determine the differing types of soil that are the formation of all landforms. Through a shared reading of a literature selection, *The Armadillo From Amarillo,* students identified various geographical features, and then created a class museum of geographical features. Students examined maps to determine the physical and human features of the region. A 3-dimensional terrain map was made reflecting the geographical features of the Los Angeles area. To assess their learning students wrote a postcard to Sasparillo the Armadillo from Amarillo telling him about the local region. They also drew a map of an imaginary place that included at least 10 geographic features labeled correctly, a title and a compass rose.